

AMERICA'S DEBT TO GERMANY TOLD BY CHARLES W. ELIOT

President Emeritus of Harvard Details Our Obligations for Scientific and Literary Knowledge Acquired From Teutonic Sources.

By CHARLES W. ELIOT President Emeritus of Harvard University. The educational obligations of America to Germany are indeed wide and deep. They relate to literature, science, art, education and religion. The German gifts were first communicated through a few persons, young pioneers from America who, after having received a partial education here, went over to Germany to study more deeply and intensively. They have also been communicated directly from German to American institutions, the German universities to which the first American students resorted in the early part of the nineteenth century were in part recent creations, and in part reconstructions of old foundations; but how rich they were, how free, and how strong!

teacher, and then the writer of an elaborate history of the United States, and later in life was the American Minister at Berlin. Another was Frederic Henry Hedge, also from New England, who, after his student days in Germany, became first a teacher, then an author on religious themes, and then a professor of German literature in Harvard University. This was a characteristic group of young Americans going over to Germany, full of intellectual enterprise, to see what they could learn there of letters, science and art; to study the educational institutions of Germany in the hope of bringing home good educational ideas which might be planted here in this comparatively undeveloped, commercial land, where a scanty border of civilization was clinging to the edge of an unmeasured wilderness. All three of these men were influenced for good by the policies of Harvard University.

The American pioneers in Germany during the first half of the 19th century brought back various knowledges, various skills and many pregnant doctrines. The variety of knowledge and skill which could be procured at the German universities at that early day was something astounding to these American youths, something indescribably rich and varied. With their own personal experiences and gains they brought back also to America the structure of the modern German university, then young in Germany and in America not yet conceived. They had, moreover, absorbed that noble German policy of academic freedom, freedom for the student and the teacher alike, freedom from tradition and prejudice, and from authority, whether governmental or ecclesiastical. They saw, also, how two great doctrines which had sprung from the German Protestant Reformation had been developed by Germans from seed then planted in America. The first was the doctrine of universal education, developed from the Protestant conception of individual responsibility; and the second was the great doctrine of civic liberty, liberty in industry, in society, in government, liberty with order under law. These two principles took their rise in Protestant Germany; and America has been the greatest beneficiary of that noble teaching.

The pioneers from New England in the first half of the 19th century have been followed by a stream of American youth,

going over to enlarge their experiences, to make new observations, to put in practice the inductive method of arriving at truth, and to learn to think profoundly and accurately in the German universities. That stream has flowed backward all over this country, fertilizing it with German thought and German methods. These thousands of American students have absorbed in Germany that splendid spirit of scientific research now developed in all fields of knowledge on the same method and in the same spirit. Scientific research has been learned through practice in Germany by thousands of American students and teachers. It is impossible to describe or even imagine what an immense intellectual gift this has been from Germany to America. It is, of course, true that also to England, Scandinavia, France, Italy, and of late to Russia, for this perfected spirit and method of research, but America is more indebted to Germany than to any other nation, because the range of German research has been wider and deeper than has been seen in any other of the nations mentioned.

There is another bond of union between Germany and America which may come some day to the stage of practical efficacy. To be sure, it is nothing but a sentiment or feeling; but sentiments often supply the motive power for vigorous action. The Teutonic peoples set a higher value on truth in speech, thought and action than any other peoples. Germany and America, England, Scandinavia and Holland are one in this respect. They all love truth; they seek it; they woo it. They respect the man who speaks and acts the truth even to his own injury. The English Bacon said of truth: "It is the sovereign good of human nature." That is what all the Teutonic peoples believe. They want to found their action on fact, not fancy; on the truth, the demonstrated truth, not on imaginations. I say that here is a fine bond of union, a real likeness of spirit, a community in devotion and worship among all the Teutonic peoples. Let us hope that at no distant day this common worship, this common devotion, will result in common beneficent action.

New York Leaves Vera Cruz Today VERA CRUZ, Sept. 17.—The United States battleship New York has been ordered home and will sail northward today.

WHO WILL FINANCE THIS NEW "EDEN"?

The "Mittgart Bund" Seeks an "Angel" Site America May Be Honored.

BERLIN, Sept. 15.—Is there in American millionaire with the beauty of an Apollo, the intellect of a Socrates, the strength of a Samson, the restless energy of a Kaiser Wilhelm, the idealism of a Bryan, who wants to help improve the human race by becoming the financial founder of a new "Garden of Eden"?

Dr. Willibald Hentschel, head of the "Mittgart Bund," of Germany, is looking for such a man. Aside from the reward in Heaven and the niche in the Hall of Fame hereafter, such a superman is also to have his reward in this life. He can be one of the first "Adams" in the new "Eden" with ten or more "Eves." Matrimony one long series of "trial marriages." Each "marriage" to last from three months to one year! This, in short, is the scheme for the "human garden" planned by the Mittgart Bund and Dr. Hentschel for which a philanthropist and a suitable location are being sought. If the financier wants to give the new Eden a start out of purely philanthropic motives there is no objection. It is estimated that \$50,000 would be sufficient to establish and maintain the proposed Eden for some years. The "bund" is also looking for a site for the "human garden" where it can rear a race of children unsurpassed for beauty, strength, intellect and wisdom, and who are to become the regenerating elements of the human race and the hope of the world.

Dr. Hentschel created somewhat of a sensation about a year ago at a con-

vention of the "Mittgart Bund" by his plan for "rearing noble human beings." The scheme called for what he characterized a "human garden" with 100 men and 100 women, and 100 women. It is Dr. Hentschel's idea that places must be established where by a course of selective a serious and earnest scientific attempt must be made to rear noble human beings as regenerating and renewing elements which alone can check what he declares to be the steady deterioration and degeneration of the human race.

As originally planned, it was proposed to have the site of the new "Eden" somewhere in Germany, the founders being patriotic enough to want to furnish the first "regenerating elements" to the German race. But the Germans apparently do not want to be regenerated. In a letter to The Sun correspondent, Dr. Hentschel writes that two things are holding back the realization of the "human garden" and its benefits—money and women. Men, he says, can readily be had in sufficient number to start the "garden." "Falling to find a suitable site in Germany and as the foreign press has treated the scheme with far more dignity and seriousness than had the German press, Dr. Hentschel said that the "bund" was looking abroad for a suitable place in which to start the new "Eden," where the unhappiness of married life is to find a solution in a long series of brief "trial marriages." A representative of the "bund" was sent to the Argentine and another to Sweden, but they were not much impressed by the prospects there. A site somewhere in the United States would be far preferable. The "bund" is still open to the consideration of land grants or propositions for a suitable location for the "human garden." Dr. Hentschel also would like to have some of the wealthy Americans who free give their money away for various purposes finance the "Eden."

According to "Mittgart" ideas, two courses rest upon modern society—modern marriage and modern city life. The first, as shown by the insane asylums, prisons and idle rich, brings into life much that is worthless, useless and destructive, and hinders the race from reaching its highest development. City life is the "caldron" and "furnace" which devours the best that comes from the farming communities.

"A time against humanity—immoral through and through," is the way modern

wedlock is characterized. In the last analysis, asserts the Mittgart Bund and its founder, the greater part of the misery on earth is traceable to modern married life. The "degeneration of honor, morals, duty, modesty, self-control, co-operation, truthfulness and fidelity" is declared to be evidence of racial decline.

Doctor Hentschel's scheme for checking this condition of the human race far outdoes the "Eugenics." That is, temporary, short term or trial marriages between women who want to become "mothers of the new race" and "superior men." It is the theory of Doctor Hentschel, in proof of which history and analogy are cited, that all the superior qualities come from the father and seldom from the mother. To regenerate the race it is necessary, therefore, according to Doctor Hentschel and the Mittgart Bund, that "superior men," that is, men of superior moral, intellectual and physique—in short, great men in any line—should have the opportunity to become fathers of many children.

The children will be raised and educated by the society until the time comes when the State will do that. The wife devotes herself to her child for three years before she is allowed to marry again. The husband in the meantime takes another wife. Much attention to physical training development in children will be given in the "Garden." Little stress is laid on "higher education." Boys and girls are to be reared in "Spartan simplicity." Boys are to be taught self-control and to become accustomed to pain that they may become courageous. From ten years on boys are to carry small swords, in the use of which they will be trained. Arbitration, courts of honor and unwritten law will deal out justice in the new Eden. When they fall, the sword in the hands of the best man, according to ancient knightly custom, will decide.

"Lack of necessary finances," said Dr. Hentschel, "has so far prevented the practical carrying out of the Mittgart plans. We have about 100 members, but mostly persons of small means. There is no lack of men with great qualifications. The problem is the money question and to find some one or more who will finance such a colony as we plan. More difficult is the woman question. Only a few, courageous and independent of view and judgment, have joined us."

SLIGHTLY ILL AT 118

But Captain Diamond Chafes at Being Thought Really Indiosposed

Out at the Crocker Old People's Home, Pine and Pierce streets, San Francisco, Captain Goddard Ezekiel Dodge Diamond is chaffing because he has been confined to his bed for the last few days. He fears that some of his friends may think his indisposition is an indication of infirmity. But Captain Diamond insists that inasmuch as he is only just turned 118 years, such a supposition is absurd. He insists that he is as hale and hearty as any one less than half his age.

He makes no secret of the method by which one may attain and pass the century mile post. His scheme of life consists largely of "don'ts." Don't use tobacco, don't use stimulants and don't eat sweets. Captain Diamond has abstained from all these, and he has not touched meat since 1862.

Captain Diamond says he was born in Plymouth, Mass., May 1, 1796, in the administration of President Adams, second chief executive of the United States. He tells vivid stories of pioneer days in the Maine woods and how he provided for his mother while his father was serving in the war of 1812.

He says he was first thrust into the world at the age of 20, when he went to Boston, being unable to read or write and not even knowing the alphabet. During the civil war he served four years in the quartermaster's department at St. Louis, notwithstanding the fact that he was 65 years old at the outbreak of hostilities. He came to California in 1877. He has never married, and today has the appearance of a man in vigorous health. His blue eyes are clear, his hand clasp strong and his face unlined by the passage of years.

Banquet of 11 O'Clock Council

PORTLAND, Me., Sept. 17.—At the annual banquet last night of the Eleven O'clock Council of the Red Men of the United States, the following officers were elected: Chief rover, W. P. Lightholder, of Missouri; secretary, Thomas J. McKean, of Minnesota; treasurer, Henry C. Hart, of Idaho.

KNOWLEDGE SOUGHT BY INDIAN PRINCES THROUGH EDUCATION

Students Are Vitally Interested in People and Conditions Throughout United States and Europe.

As the progress and prosperity of the various native states of India depend so much upon the character, education and ability of the native hereditary rulers, and as the question of their proper preparation for the great responsibilities they are to assume over the lives and property of their subjects is of such vital importance, it was deemed of interest, in connection with my commercial investigations through India, to stop for a day at Ajmer, in Rajputana, the site of Mayo College, the leading educational centre for the princes and nobility of India, says the Daily Consular and Trade Reports.

Mayo College was founded in 1873, through the influence of Lord Mayo, at that time Viceroy of India. A monument to his memory erected just in front of the main building of the college mentions that "it was his hope that the college of which he first suggested the foundation might promote among the youth of Rajputana the cardinal virtues of fortitude, temperance, justice and benevolence, of which his own life gave a splendid example."

In general, it was intended that this college should have a civilizing and progressive influence in India, and by beginning at the top stratum of Indian society, inculcate generally the principles of morality, culture and economic usefulness. This intention has been splendidly carried out, and the visible effects of it are today apparent in the high ideals and progressive government of many of the native rulers of India who have graduated from this institution, among whom may be mentioned the Maharaja of Alwar, the Maharaja of Kotah, the Maharaja of Bikaner, the Maharaja of Jaisalmer, the Maharaja of Baroda, the Maharaja of Gwalior, the Maharaja of Kishanganj, the Maharaja of Kothah, the Maharaja of Saliana, the Maharaja of Udaipur, the Maharaja of Dewas and the Maharaja of Bikaner. Some of the most promising future rulers of India have also received their education here, including the Crown Prince of Kashmir, who has already attained a very favorable reputation because of personal manliness, culture and progressive sentiments.

Mayo College is managed by a committee of native rulers, mostly of States within Rajputana, including the Maharaja of Alwar, the Maharaja of Baroda, the Maharaja of Bikaner, the Maharaja of Gwalior, the Maharaja of Kishanganj, the Maharaja of Kothah, the Maharaja of Saliana, the Maharaja of Udaipur, the Maharaja of Dewas and the Maharaja of Bikaner. The school has five other English masters and instructors, nine Indian assistants, a Brahmin religious instructor, two medical officers, a riding master and a superintendent of games.

The college is constructed of white marble and the architecture of the main building and subsidiary buildings and type of buildings is of an imposing Mogul style. The main buildings include, besides gymnasium and stadium, a fine dining hall, seven masters' and guardians' houses, also a number of boarding houses which were erected by different native State governments for the accommodation of their young princes and nobility attending the college. The college grounds cover about 200 acres, with



Mayo College, the leading educational centre for the princes and nobility of India.

a cricket pavilion in the middle. The cost of the buildings and grounds has approximated more than \$1,000,000.

COLLEGE CONTRIBUTIONS. This college now has an endowment fund of about \$20,000, contributed chiefly by native rulers. It receives about \$10,000 annual contributions from native States and private persons and also nearly \$20,000 subsidy a year from the British Government. Its total receipts, including tuition fees, amount to more than \$50,000 per year. At present there are 202 students at the school, of whom 163 are princes and nobility of the different States of Rajputana, and the remainder are from Baroda, the United Provinces, Nepal, Orissa, Hyderabad, Kashmir and central India.

The college is what would be known in the United States as a preparatory school, such as Andover or Exeter, or as Eton in England. After graduation from this college students may take post-graduate courses at the same institution if they desire, which would correspond to university courses in the United States, or they may then go to universities in England or in the United States for further training. The educational courses are given in English, Hindi, Urdu and Sanskrit and Persian. The include a range of subjects such as English and Indian history, geography, arithmetic, English prose and poetry, physics and chemistry, political economy, geometry, algebra, revenue, theoretical surveying, and law, as well as special attention to certain practical governmental administration problems, as famine relief and management of State finances, civil and criminal codes, etc. Large attention is paid to lessons in horsemanship and military drill, also to the encouragement and regulations of such outdoor sports as polo, cricket, football, etc.

The college has a large library which is much used, but the only American literature I found there were several of Mark Twain's books. I would suggest that as most of the prospective rulers of native States who are being educated here, will in the future be obliged to take much practical interest in such subjects as irrigation, well-boring, pumps, agricultural implements and other articles required for the prosperity of their people, any contributions from manufacturing, commercial or educational organizations in the United States concerning American methods and appliances might have considerable value in this library.

In a private discussion I had with one student of this school, who is soon to be the ruler chief of his principality, he mentioned in Rajputana, with life and death power over his subjects and with almost absolute power in administrative matters affecting the prosperity of his people, I found he was particularly interested in the use of artesian wells in the United States, and he thought that if deep borings could be made in Rajputana at comparatively small cost, it would solve the most pressing economic problem of the country, the land being very dry and there being no rivers conveniently at hand to irrigate from.

Some of the examination papers for obtaining matriculation diplomas, which I examined at the college, show the all-round character of knowledge expected from these future rulers of India. A few of the questions were as follows:

A FEW QUESTIONS. What do you know of Lord Kitchener, Theodore Roosevelt, Marconi and Lloyd George? Mention a great event that has happened during the last year in Portugal, China and England. Write an essay on the Delhi durbar. Can you explain why Delhi is much cooler in January than June? Why is

Colombo almost as hot in January as in June? Why is Simla much cooler than Lahore?

From what parts of India are the following products obtained: tea, gold, silk, coal, jute, cotton, petroleum, mica, wheat, rubies, coffee? Where are the following places, and what is their chief importance: Beirut, Sydney, Glasgow, Vancouver, Panama, Tokio, Montreal, Nairobi, Oxford, Peking, Auckland, Durban?

State briefly what you know of the petition of right, the navigation acts, the origin of party government in England. Which do you consider the greatest of the Mogul emperors, and why? Classify the following substances as elements or compounds, giving a short reason in each case: Sugar, steel, brass, coal, kerosene oil, red phosphorus.

What do you understand by the law of contract and of tort? Since a sovereign government has no legal rights against its own subjects nor its subjects against the sovereign, how is it that we daily find a sovereign suing or being sued in courts of law?

The students of this school appear to show remarkable proficiency in arithmetic, especially in sums which they figure out mentally. The multiplication table as taught at Mayo College does not end with times 12, as taught in the schools of the United States, but with 25 times 25. Moreover, the students coming to memory multiplication figures covering fractions as well as integers. There is a liberal system of awarding prizes for competitive merit, and for general scholarship and deportment. Prizes are awarded for killing snakes, for prizes having been granted last year for snakes destroyed in the vicinity of the college. The general discipline of the school is rigid. For small offenses extra hours of study are prescribed, and in case of serious moral offense the younger students may receive some moderate physical chastisement, while the older students would be summarily expelled.

Many of the students have special guards with them. They are all allowed to have very legitimate amusement, and a few of them have private motorcars. Generally speaking, their life at the college is wholesome and comfortable, although not approaching in luxury the fine palaces they may later occupy. The excellent manners, politeness, courtesy, etc., of the boys is very noticeable, and their philanthropic spirit is shown every year by their large personal donations for purchase of food and blankets for the poorest people in Ajmer and for giving sweetmeats to children of the poor schools. The boys of the college are all

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Colombo almost as hot in January as in June? Why is Simla much cooler than Lahore? From what parts of India are the following products obtained: tea, gold, silk, coal, jute, cotton, petroleum, mica, wheat, rubies, coffee? Where are the following places, and what is their chief importance: Beirut, Sydney, Glasgow, Vancouver, Panama, Tokio, Montreal, Nairobi, Oxford, Peking, Auckland, Durban?

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Cavalla

dressed in white, except for bright-colored native turbans.

AN INTERESTING CITY. The city of Ajmer, where the school is located, is an interesting place, and is a most important city of Rajputana. It is some 3000 feet above sea level, and has a distinction of being the highest city on the plains of India. It has a population of about 60,000. There are many beautiful lakes and hills about, and interesting relics of ancient art and architecture. There is an important American Methodist mission school here.

Rajputana covers a very large area in northwestern India between the provinces of Sind and the Punjab, and is composed of 15 native States, the most important of which are Bikaner, Jaipur and Udaipur. As a particular instance of how education acquired at this college has benefited these native States, I may mention the remarkable development which has occurred in Bikaner under its progressive maharaja, who was one of the early graduates and one of the most generous patrons of this college. In the Mayo College magazine, a monthly publication issued from this college, recently appeared an account of the silver jubilee of the maharaja of Bikaner, at which an interesting tribute was paid to his highness' progressive qualities by the Viceroy of India.

There are three other colleges in India for Indian princes and nobility, though they are not so important or so well endowed as the Mayo College at Ajmer. They include the Daily College at Indore, central India; the Aitchison College at Lahore, Punjab; and the Hakimur College at Benares, the sacred city of India.

At present in India, with the growth of nationalistic spirit, a reaction is noticeable in many influential native quarters against the education of the native youth of the country in Christian schools and colleges, and there has been an agitation for the erection of a large Hindu university at Benares, the sacred city of India. This movement has culminated in the organization of a number of district committees, which have been raising money for the proposed new Hindu university. The subscriptions thus far received have reached the large total of \$1,300,000. The erection of the new university at Benares within the near future therefore seems assured.



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